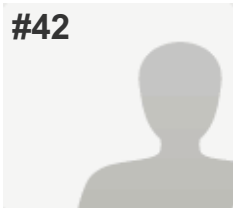


#42

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 20, 2016 2:26:01 PM**Last Modified:** Monday, June 20, 2016 2:47:25 PM**Time Spent:** 00:21:23**IP Address:** 173.28.213.45

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Q1: Name of School District:	Iowa City Community School District
Q2: Name of Superintendent	Stephen Murley
Q3: Person Completing this Report	Mark Brockmeyer, TLC Program Facilitator

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Q4: 1a. Local TLC Goal

None Listed

Q5: 1b. To what extent has this goal been met?*Respondent skipped this question***Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q7: 2a. Local TLC Goal**

None Listed

Q8: 2b. To what extent has this goal been met?*Respondent skipped this question***Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q10: 3a. Local TLC Goal**

Are teacher leaders more effective?

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The Continuum of Development (COD), a tool for Teacher Leaders (TLs) to reflect on their level of proficiency, is based on the Framework for Learning Supports from the Iowa DOE and a rubric developed by CRCSD. Each indicator on the COD has descriptors ranging from Beginning/Emerging (1), to Applying (3), and ultimately to Innovating/Integrating (5). A Year 1 goal was for all 70 TLs in release roles to develop an understanding of the Framework and to then reflect on and complete the rubric. This baseline data will inform differentiated PD plans for each leader and TLC role. In Year 2, the COD will be used in the fall and spring with all of TLs to assist in developing and monitoring individual goals and professional learning plans.

TL responses for each indicator were assigned a Likert Scale score (1-5). Trends were analyzed for each TL group in release-time positions, allowing the identification of areas of strength and areas for future professional learning. A general overview of all COD responses revealed: *Adult Learning- Applying stage (3.1) with subgroups identifying the need for additional PD focused on incorporating technologies into the design and delivery of PD; *Collaborative Culture- Applying stage (3.2) with considerable consistency between indicators as well as within the subgroups;

*Communication- TLs were confident in their skills (3.3) however, a significant number of comments identified a need for PD in the area of listening skills and clarifying questions (a target area for professional learning in the coming year);

*Content/Pedagogy/Assessment- TLs indicated a high level of proficiency (3.9) in the study and application of current professional literature and professional learning opportunities. However, a need for additional support and PD focused on increasing the capacity of colleagues to identify and use multiple assessments (2.9); *Systems Thinking- Applying stage (3.5), with a high level of confidence in their understanding of school improvement processes; *Data- Less confident in their ability to collaborate with colleagues on the design, implementation and scoring of assessments (2.8). It should be noted that the TLs had a much higher proficiency (3.3) with respect to interpreting assessment data to influence changes in instruction. (Designing assessments has been identified as a target area for specific subgroups in 2016-17.)

Extensive use of Teacher Surveys and Focus Groups was employed throughout the year with all TL roles to provide additional sources of data, focus professional learning, and establish levels of effectiveness. Specific examples of survey feedback are incorporated into other goal areas of this report.

Q13: 4a. Local TLC Goal

How do the TL systems create responsive classrooms?

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

As we look at local and national assessments, at every grade level, for reading, language and writing, and mathematics, district student performance is greater than the nation. The difference between district student performance and national student performance increases going up the grade levels. For example, the difference for 3rd grade reading is 7 whereas the difference for 10th grade reading is 19. However, the same data indicates some disparities that the district will need to address. For example, our district has adopted a focus on improving literacy and math achievement, specifically among groups of ELA students based on assessment data. Similarly, the district is taking a look at racial disparities among behavioral referrals and suspensions in some areas as well as disparities among racial groups related to academic achievement.

Some of the ways that TLs have responded to these needs include:

1. As detailed elsewhere in this report, elementary IDS have focused a significant portion of their time supporting teachers in the areas of behavior, ELA, and math. At the secondary level, IDS also spent a great amount of time supporting teachers in the areas of literacy and classroom management.
2. In pilot elementary buildings, Innovation Specialists helped teachers identify new ways to increase student engagement and allow students to create products that displayed their learning in new ways. The success of this program led to a TLC plan change for 2016-17 that increases and extends the PD support provided for teachers to use innovation to improve student engagement and achievement.
3. ILTs and PLCs at the elementary and secondary level collected and analyzed formative and summative data from common assessments to create responsive instruction and effective intervention plans for identified students. The focus of ILTs at the secondary level also included the effective implementation of MTSS and the planning and delivery of effective PD.
4. As detailed elsewhere in this report, the Cultural Competency Team had some success working within their classrooms and building to create more culturally responsive classrooms.
5. This year, the TLC program helped create and support an "At-Risk Coordinator" in charge of ensuring that success center programs best meet the needs of students they are working with. That work was expanded to include the formation of a collaborative Behavior Team to coordinate the efforts of the At-Risk Coordinator, Guidance Coordinator, the IDS-Behavior, and the building-level PBIS teams.

As we look towards 2016-17, we hope to positively impact student achievement in identified areas through deepening our IDS work, expanding our Innovation and Mentoring support, and providing additional support to our ILTs, Curriculum Coordinators, and Cultural Competency Teams. The 2016 ICCSD Academic Achievement Report (located on the District website) will serve as the baseline student data when looking at academic impact.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Are teachers more effective?

Q17: 5b. To what extent has this goal been met?

(no label)

Mostly Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The IDS Program collected data throughout the year to make PD adjustments and maintain a primary focus on improving teaching and learning. Baseline data included summaries of how each IDS spent their time and a database of interactions when engaged in a coaching cycle. Coaching was provided in all curricular areas, with 3750 logged coaching interactions from Nov-May. Nearly 40% focused on ELA, 12% on Math and 19% on Behavior, an emphasis aligned with District goals. The 7-12 IDS team more than doubled the number of teachers coached from Tri 1 to Tri 2, suggesting increased confidence in their role as an IDS and acceptance of coaching among teachers. The K-6 IDS team spent 60% of their time assisting teachers with new instructional strategies, coaching through observations, modeling, or analyzing teaching practices. They now spend more time individually coaching than in previous years when a major focus was planning and delivering PD.

Within the Mentoring Program, surveys and summative feedback reflect an increased capacity to support new educators and increased confidence as TLs. Twice per year, mentors were asked to reflect on and code their work. We saw a significant shift from supporting at the beginning of the year to challenging and facilitating a professional vision later in the year. Mentors reported spending less time "consulting" and more time "collaborating" and "coaching" as the year progressed. As we look at data from both mentors and new educators, it is clear that the program has impacted both groups by making them more reflective, better able to seek out supports, more collaborative, and more effective at applying best practices to analyze and meet the diverse needs of learners in their classrooms.

The Innovation Specialists indicated that sharing ideas and practices with other teachers was the most beneficial part of their program. Having an electronic community, as well as a website featuring innovative practices, allowed collaboration and an ongoing exchange of ideas. Innovation Specialists took many ideas from their own professional learning and implemented them with teachers at the building level. Over 682 of these collaborative sessions were documented, reaching approximately 1591 teachers over the course of the year.

In a summative survey, 69% of the Cultural Competency Team (CCT) agreed or strongly agreed with the statement "My understanding of best practices in creating culturally responsive classrooms and schools has increased as a result of my work on the CCT this year" indicating that awareness of what constitutes a culturally responsive classroom was raised through their CCT membership. A similar percentage agreed or strongly agreed with the statement "I have planned activities, events, or projects in my own classroom or school based around Cultural Competency" showing that many were able to transfer their learning from the CCT back into their own classrooms effectively.

Q19: 6a. Local TLC Goal

How much did we do? How well did we do it?

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Our 359 TL positions participated in extensive and diverse PD including: *IDS leaders-4 extended contract days of PD; 3 hrs of monthly PD related to leadership, change theory and coaching; 1.5-3 hrs of collaborative team meetings monthly; 1:1 support from a Lead IDS. *Curriculum Coordinators-met monthly for goal setting and leadership support; attended local, state, and national meetings specific to content areas; 1:1 support from TLC Program Facilitator; utilized TQ funds to extend district goal to develop common curricular frameworks. *Innovation Specialists-monthly PD sessions focused on innovative instructional practices, technology integration and promoting creativity and collaboration; 1:1 coaching support from the Innovation Program Facilitators. *Mentors-monthly professional learning focused on cognitive coaching, communication skills, and innovation; Mentor/New Educator pairs participated in 4 individualized coaching sessions with a Mentoring Facilitator; Mentors self-assessed their weekly meeting summaries and coaching logs. *Surveys and Focus Groups-indicated a need for additional support and professional learning for our ILTs and the Cultural Competency Team, resulting in a TLC Plan change for 2016-17.

A TLC survey gathered district-wide input on the program goals and the roles of IDS and ILTs. The survey was open from 3/22-4/4 with 290 survey responses. Participants were asked about the overall program implementation, including alignment with the 10 teacher-identified goals in the original TLC Plan. Combined agree/strongly agree responses related to the TLC program: *(87%) ensures all efforts are designed to improve student learning; *(74%) builds content knowledge and instructional capacity of all teachers; *(71%) maximizes opportunities & time for collaboration; *(82%) responds to teachers' individual as well as group needs; *(80%) allows for flexible implementation to accommodate building differences; *(72%) provides high-quality PD relevant to teacher practice; *(73%) fosters innovation; *(71%) offers multiple leadership roles where teachers can rotate in and out of positions; *(75%) supports all teachers seeking leadership opportunities; *(76%) ensures teachers play a key role in the ongoing program management.

The survey provided specific information on the IDS program with considerable agreement on: *(87%) brings knowledge and resources about instructional best practices; *(91%) supports the building's focus on professional learning; *(86%) locates or provides curriculum resources. Teachers felt strongly that the building ILTs supported the instructional goals and efforts by: *(78%) collaboratively communicating district and building goals and improvement plans; *(72%) collaboratively carrying out the CSIP goals and action steps. A more comprehensive review of the survey data provides useful indicators of success as well as potential areas of growth and professional learning.

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Adjustments and plan changes are noted in earlier sections of this report. The continual feedback and data collection across the TLC roles was essential to refining our work and developing modifications for 2016-17.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Respondent skipped this question

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.